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OFFICE OF TRAINING REGULATION NO. \_\_\_\_\_

SUBJECT: ESTABLISHMENT OF POLICY, PROGRAM, RESPONSIBILITIES, AND PROCEDURES  
FOR TRAINING EVALUATION1. Purpose

The purpose of the Training Evaluation Program is to provide information to Divisions, Professional Selection Panel, Career Service Boards, and students which will reflect student accomplishment in relation to student capacities and interests in such a way as to be useful in student guidance, motivation, and career management; and, in addition, to provide instructors with information which can be used in the improvement of instructional methods and techniques.

2. General Policy

All instruction conducted or sponsored by CIA, group or tutorial, internal or external to the Agency, with the exception of the CIA Orientation Course, will have a training evaluation procedure which conforms to the principles and procedures established in this regulation.

3. Projected Training Evaluation Program

- a. Formulate principles and procedures governing Training Evaluation in all courses of instruction.
- b. Develop for each course, in terms of priorities set by the Director of Training, an evaluation procedure specific to its needs.
- c. Develop a testing program to permit evaluation of the student's accomplishments in terms of his capacities, attitudes and interests.
- d. Within the possibilities offered by each course, develop and supervise the application of techniques for observation and measurement of significant personality characteristics and traits.
- e. Prepare procedures to insure most efficient methods of reporting student achievement, behavior, and personality characteristics, including review of reports and dissemination to appropriate individuals.
  - (1) Develop procedures for reporting routine or standard evaluations.

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- (2) Develop procedures to identify special problems and special talents while individuals are in training, and methods of reporting these findings.

- f. Conduct special projects to insure maximum usefulness of Training Evaluation to all concerned.

#### 4. Responsibilities

- a. The Training Evaluation Branch of the Assessment and Evaluation Staff of the Office of Training will be responsible for the development, supervision, and execution of the Training Evaluation Program. This will involve the implementation of the plan outlined above in the Projected Training Evaluation Program.
- b. All Training Staffs will cooperate with the Training Evaluation Branch in carrying out its responsibilities. This will include:
  - (1) providing for participation in and application of evaluation procedures in planning course loads and course curricula.
    - (a) Time will be provided in instructors' schedules for the preparation and application of measurement devices and for making student evaluations.
    - (b) A minimum of 1½ hours examination time for each week of subject matter presented or covered will be included.
  - (2) Where course contents overlap, following similar evaluation procedures, to provide as much comparability of evaluations as possible.

#### 5. Procedures

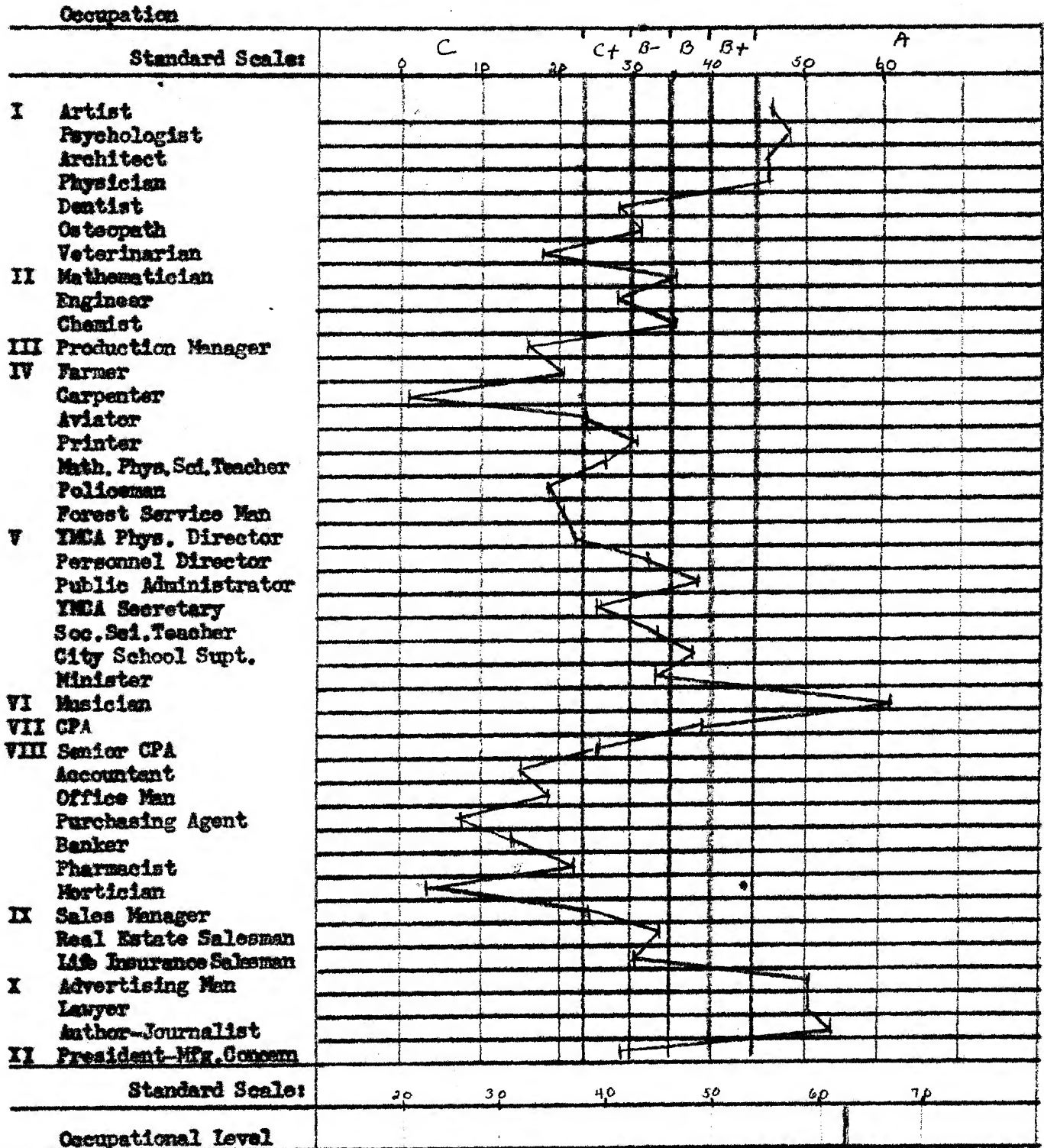
Detailed procedures for carrying out this program will be issued in a separate OTR Regulation.

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Strong Vocational Interest Test - kn

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### Report on Vocational Interest Test

A vocational interest test is an aid in determining which way the person should go—what occupation he would enjoy. But whether he will do the work well or poorly is another matter. Performance is a reflection of ability, motivation, and personality. So far there is no thorough-going establishment of the relationship between performance and interest. Such studies as we have, indicate that this relationship is not a very great one. Consequently, in addition to interest, the other factors mentioned above—ability, motivation, personality characteristics—play extremely important roles in determining whether a person will be effective in a particular position.

The various occupations listed on the attached profile of interests do not, except in a few instances, relate to specific types of Agency activity. We expect, after we have used this interest test for some time, to develop our own scoring keys for special Agency positions. Until these are established, the present profiles will serve a useful purpose by providing information on the individual's pattern of interests, which, when considered with his abilities and motivation, may suggest various assignment possibilities. Occasionally unsuspected interests are revealed which may lead to a reappraisal by the individual of his vocational goals.

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The individual's occupational interests are recorded on the report blank by heavy lines on the scales opposite the appropriate occupations.

An A rating means that the individual has the interest of persons successfully engaged in that occupation; a C rating means that the person does not have such interests; and the ratings B<sup>+</sup>, B, and B<sup>-</sup> mean that the person probably has those interests but we cannot be so sure of that fact as in the case of A ratings. It is seldom that persons with C ratings are found in the occupation, and if so engaged they are either indifferent successes who are likely to drop out or are carrying on the work in some more or less unusual manner. The latter situations is exemplified by a physician who is engaged as superintendent of a hospital.

All high ratings (B<sup>+</sup> and A) should be considered. One may choose one occupation rated or plan to utilize one's interests in two or more such occupations. This, if one scores high in both law and engineering, one might prepare for both and become a patent attorney, or a lawyer specializing in engineering problems.

Occupations included in the same group all correlate highly with one another.

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The Occupational Level scale indicates whether one's interests are similar to common workmen (a low score) or to business and professional men (a high score.)

The interests of men and women change very little from 25 to 55 years of age. They change somewhat from 20 to 25 years and much more so from 15 to 20 years. The younger the individual, particularly below 20 years of age, the less certainly can his interests be identified in terms of some occupation. Such changes in interest as take place are more likely to result in higher ratings than the reverse. This is particularly true with respect to ratings in Group V.

The ratings from this test should not be viewed as conclusive; they are not guaranteed. Instead they should be viewed as merely suggestive and to be considered in the light of all other information bearing upon one's vocational choice. Occupations rated A and B/ should be carefully considered before definitely deciding to enter them. Remember only a few from among all the hundreds of occupations are reported on here.

Remember also that this is a test of interests. Individual abilities must also be considered. Interests point the way you want to go, abilities determine how well you can progress.

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